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ABSTRACT

This individualized inservice packet on the sequence of the reading lesson enables teachers to utilize a sequential procedure in content reading which will provide students the necessary skills to read the material, react to the printed word through independent thinking, and acquire the process and meaning of the discipline. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's three sections discuss its objective, instructional concept, and demonstrate suggested applications with learners (focusing on career education and mathematics). A self-corrective post test, a glossary, and a 13-item bibliography are attached. (SR)

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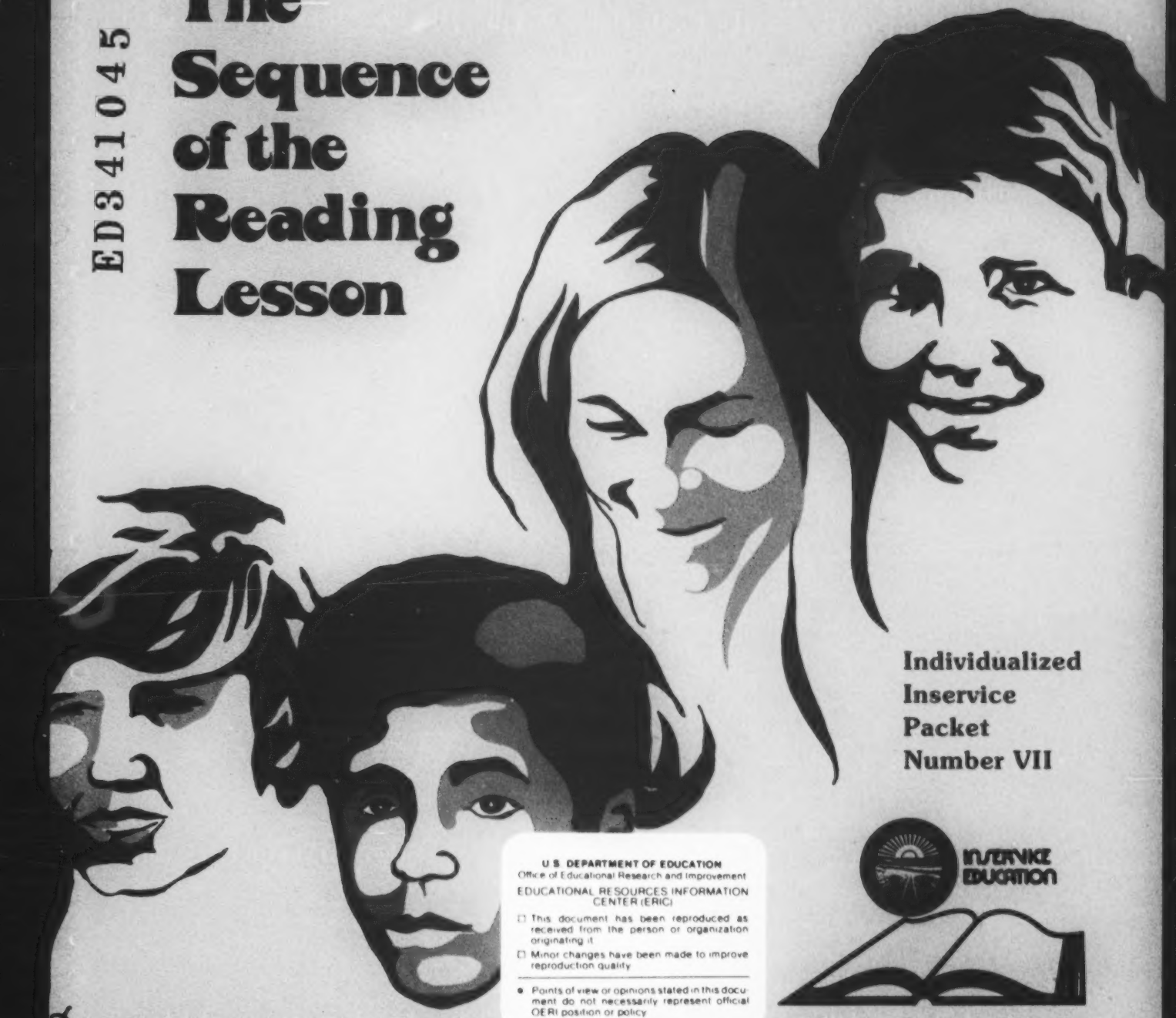
The Sequence of the Reading Lesson



Individualized
Inservice
Packet
Number VII

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INSERVICE EDUCATION

TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

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FOREWORD

One of the complex problems facing educational institutions today is the challenge of developing personalized education programs to meet the needs of youth and adults. Providing students with the skills of reading is fundamental to this essential contribution of our schools. The ability to read and the use of reading skills are necessary components in the foundation of lifetime learning.

All teachers must be competent with the reading process so that their students might receive individualized and personalized learning. Students who are unable to use reading skills appropriate to the content area tasks they encounter lose valuable opportunities to retrieve and store knowledge and information.

The Division of Inservice Education continues to develop inservice education materials which may be used individually by teachers or by teacher leaders working together with a small group of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

The **TEACHING TEEN READING SERIES** was designed as a resource for the teachers of upper elementary, middle and secondary schools. The content complements the use of any print materials supplied within the schools. Each of the nine inservice booklets in the series include a self-instructional format which contains concept, methodology, and content application. Two booklets relate to the process of diagnosis, four booklets provide prescriptive techniques, and three booklets illustrate classroom and independent application of reading skills.

Initially one set of this series was distributed to every building principal in Ohio. During the last six years the demand for copies has steadily increased as copies have been requested for individual use, for staff inservice, as the course text for graduate and undergraduate reading classes, and for parents who wish to support their son or daughter with mastery of a subject area.

Ohio remains in the forefront of providing inservice leadership through the provision of relevant materials. The Ohio Department of Education continues to strive to develop inservice materials which will be beneficial to teachers and administrators as they endeavor to work as a leadership team to achieve excellence in education.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

The purpose of this **Individualized Inservice Packet** is to enable the teacher to utilize a sequential procedure in content reading which will provide students the necessary skills to read the material, react to the printed word through independent thinking, and acquire the process and meaning of the discipline.

Commonality exists in the components of a lesson procedure among all subject areas. Exemplary of this: experiential background of students is explored in relationship to the new learning, the meaning of key vocabulary is discussed, purposes for using the subject matter are set, content is read, and meaningful application is provided. Although these procedural steps do not always occur in the same order, they are included in the lesson experience. The teacher determines the areas of the lesson for emphasis, the pacing of the lesson, and the sequence of the procedure based upon daily awareness of the learning status of the students.

The content of this packet does not refer to any particular print material but is intended to be used with the text and supplemental books, reference sets, periodicals, and other print media already on hand.

The INDIVIDUALIZED INSERVICE PACKET is a practical resource for teachers who have a question regarding reading instruction which requires a condensed, readily usable answer. It is a means for securing a segment of information for immediate application in the classroom as compared to researching many sources.

A self-instruction process is incorporated beginning with steps of securing instructional information, including suggested uses in content teaching situations, and followed by a self-corrective post evaluation. The packet content is developed to provide the understandings summarized in the post evaluation. This form may be reproduced for the teachers' personal use. The responses may lead to continued study of the packet or to reading of the literature included in the bibliography.

THE SEQUENCE OF THE READING LESSON

OBJECTIVE

To enable the teacher to plan and implement a lesson sequence which will apply to content reading in a curricular area.

INSTRUCTIONAL CONCEPT

The teacher-directed reading of content begins with the teacher's prior preparation and planning. The considerations which take place at this time are addressed to content analysis and the means which will be used to adjust the content to the range of interests and reading skills of the students.

The content is examined for the key concepts and generalizations it presents along with a listing of new vocabulary which carries the author's meaning.

Determinations are made as to how the teaching procedure may be modified in terms of differentiating the instruction to correspond with the reading capabilities and interests of the students. These adjustments include: grouping for particular help; variation of time to recognize ranges in learning rate and the treatment of the content; the objectives to be fulfilled and questions to be answered; and ideas of how to adjust the assignment in terms of enrichment, support, and length.

The instructional sequence embraces the following components:

I. Student Preparation for Reading

A. Motivation

Before the books are used, students are oriented to the content through developing meaningful background information. Graphics, teacher-given information, visual aids, group discussion, or a student report are some of the approaches. Care is taken that this section of the lesson is not so extensive that the need to read is diminished. This is a time when the teacher motivates interest and involves students in desiring to read the selection. The model of the teacher's own interest in the content is a major influence in securing student interest.

B. Purpose-setting

Based upon the teacher's awareness of the concepts to be gained from the content, along with the background orientation and input of the students' related experiences, the teacher and students cooperatively establish what learning is to be acquired through the reading. This thinking may be expressed in the form of questions, an outline of key points, predictions of outcomes, or statements of problems to be solved. It is helpful for a student secretary or the teacher to write the purposes for the reading on the chalkboard. Another way would be for all of the students to write them as a part of notetaking. In addition, some students may want to identify individual purposes for reading.

C. Word Analysis and Meaning

New vocabulary words are presented and discussed in terms of both pronunciation and meaning. The teacher's scan of the content for new and significant vocabulary is a basis for this instruction along with the awareness of the individual student's need for reinforcement of additional vocabulary. The words are written on the chalkboard or transparency, being presented as word units and in a sentence. Word structure is a determinator of which word attack skill may be used.

Although Packet V describes word attack skills and serves as an expanded reference for this particular teaching, the following enumeration is given for the reader's use in lesson planning:

Visual Clues
configuration—distinctive word shapes, pattern, Gestalt, words relating to illustrations, maps, or graphs

Meaning Clues
root words
prefixes
suffixes
compound words
language usage
  synonyms
  homonyms
  parts of speech
contextual clues—use of preceding and following content to gain word meaning
derivation
technical words which relate to a content area

Analytical Clues
syllabication
decoding (sounding through a word)

Dictionary Use
guide words
pronunciation using diacritical markings
definition for particular content

In dealing with vocabulary, the teacher helps students learn that pronunciation and meaning are as closely related as the opposite sides of the same coin. Prefixes, suffixes, synonyms, homonyms, and derivation are some examples of this relationship.

Efforts are made to have students use the words in sentences and discussion, for reading vocabulary gains meaning as it is first imbedded in spoken language.

D. Language Patterns

Prior to independent silent reading, the teacher also may deal with certain types of sentence patterns similar to those previously noted in the content. For example, complex sentences or the relationship of sentences may be illustrated to build an awareness of what to anticipate in the author's style.

In addition, teachers of subject matter assist students in acquiring reading competencies characteristic of the particular content area. The determination of cause and effect is typical of reading social studies as is the explanation of process in science; or the ability to read with exactness for given facts and what is required to be found out in mathematics. Students are assisted to understand and appreciate the wide range of forms along with figurative language in literature reading.

Some other sample patterns which may be taught at this stage of the lesson are:

social studies—reading for chronological sequence, to make comparisons, to make judgments regarding fact or propaganda

science—reading for statements of fact, to classify, to follow directions in performing an experiment

mathematics—reading to deal with a problem pattern, to use symbols, formulas, and to adjust to the compactness of the content

In these and other content areas, students are taught the awareness of how to read particular content through the understanding of the style in which it is most generally expressed.

II. Purposeful Directed Silent Reading

Of paramount significance is the student's independent silent reading of the content, for this is the thought-getting, book-using process which results in comprehending meaning—what reading is all about. Silent reading precedes oral reading as students are guided to:

—read for the previously established purposes

—utilize reading techniques which include:

- surveying to learn the organization of the print material (headings, graphics, paragraph and chapter make-up, length)
- skimming to gain an overview
- scanning for troublesome words
- adjusting rate and reading depth for meaning and to fulfill the purpose designated for the reading
- thinking while reading by forming mental pictures, gathering ideas, and making judgments

As need indicates, it may be necessary to teach or reteach these strategies to individuals or groups of readers.

III. Teacher Guidance During Independent Silent Reading

Teachers and students work together during the silent reading of the content. This is when individual help is given in word recognition and the clarification of concepts. The art of the teacher's questions leads to locating main points, detecting unrelated facts, becoming aware of inferences, drawing conclusions, and keeping the reading on target.

During this time the teacher notes word recognition and comprehension differences and uses this information for follow-up teaching.

IV. Response to the Silent Reading

The teacher asks the students to pool information gathered from their silent reading regarding the pre-determined purposes. Students respond and react expressing the meaning

gained from the reading in their own words. Ideas are discussed, evidence is stated, conclusions are drawn, and the significance of the content is evaluated.

V. Rereading

Rereading may be either silent or oral. Silent reading gives the opportunity to clarify ideas, to assist in recall and to ponder critically. Oral reading may be used to find and prove answers; to support a generalization; to identify a new idea; to defend a conclusion or to read about a character or share a favorite section of the content. Silent reading is the basis for oral reading. Students should prepare to read a section of any length orally. Frequently, the use of the tape recorder is helpful in having students analyze their own oral reading. The model of the teacher's oral reading has great value, as well.

VI. Application or Transmission

The value of reading lies in its use, not in the mere possession of skills. The meaning of what has been read serves primarily to solve a problem, increase information, and be applied to daily living. In addition, the reading lesson chains into related activities which follow individual interests. Examples of learning translations are: creative writing, independent related reading and research, outlining for recall purposes, notetaking, report writing, communication of ideas gained through art along with the many verbal communications such as discussion, debate, storytelling, drama, and informed conversation.

The steps for directed reading instruction in the content areas do not necessarily always follow the order which has been described. The reading status of the students within the group and the judgment of the teacher determine the sequenced order of instruction. However, it is noted that, although the steps may be reordered, they are planned for and included. Also, students can readily acquire an independent use of the sequential approach to reading: gaining background; setting purposes; surveying for new vocabulary and learning word pronunciation and meaning; surveying the content to determine the organization; reading for meaning; and using the information. In other words, a teaching method models an efficient learning method as well.

SUGGESTED APPLICATION WITH LEARNERS

I CAREER EDUCATION

Content Example—Periodicals

ARCTIC JOURNEY
Dick Harrington penetrates the rarely seen hinterland of the North

Coppermine, a meager trading post hugging the frozen rim of Coronation Gulf in the central Canadian Arctic, lies athwart a constant wind from the northwest, and when winter closes in the temperature sags to 50° below zero and stays there until spring.

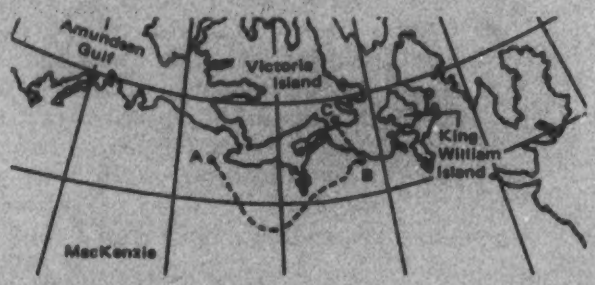
In the dry, gray atmosphere of the approaching Arctic dawn, a single-motored, ski-equipped, Canadian Pacific Airways' plane slid to a stop near the community's six wooden shacks and five igloos.

For its lone passenger, Dick Harrington, 36, the plane's arrival meant the end of a 3,200-mile flight from his home in Toronto. But it also meant the beginning of a three-month, 1,300-mile Arctic adventure which might have come straight from the frosty pages of a Jack London novel.

A stocky Canadian photographer with calm, green eyes, Harrington had a perfectly serious plan to travel eastward and south into a vast frozen area which only two white explorers had seen during the last 35 years. This desert of ice and snow, lying athwart the Arctic Circle south of the iceberg strewn gulf, is the singularly rigorous domain of the shy, proud Coppermine Eskimos—only 90 of them in all—by whom the bow and arrow is still considered an efficient weapon.

Harrington had wanted to visit the Coppermine country ever since he abandoned his humdrum life as an X-ray technician to become a free-lance photographer. To do it he surrendered his entire savings, $2,200, for a Hudson's Bay Company letter of credit and new photographic equipment.

His motive for making the trip was strictly personal. Since boyhood he had loved the solitude of the Arctic.



Dotted line shows course of Harrington's trip in Arctic from Coppermine (A) to Perry River (B), and Cambridge Bay (C).

Excerpt: James B. Golden, *Parade Publications, Inc.*

SUGGESTED TEACHING—LEARNING ACTIVITIES

Teacher Planning—Objectives

1. To utilize a true story to introduce the career in photography.
2. To enable the students to appreciate personal sacrifice in order to engage in rewarding work.
3. To provide students the experience of reading a style which conveys information through forceful description.

Teacher Planning—Analysis of Content

Vocabulary

meager trading post
lies athwart
rigorous domain
free-lance photographer
solitude

Concepts

location of Coppermine
environmental conditions
extent of the Arctic adventure
understanding of the main character
appreciation of the work ethic
comparison of the careers involved

Language Pattern

The style is journalistic reporting with an impact of information through effective description.

Questions / Directions

(Literal comprehension using the purpose-setting formula)

1. About whom is the article written?
2. Where does the adventure take place?
3. What is Harrington's new career?
4. How long will the adventure last?

(Interpretive comprehension)

1. Read to give your feelings about what it would be like to live at Coppermine.
2. Compare Harrington's two careers.
3. Give your impression of Harrington as a man.
4. Why do you think Harrington's new career meant a great deal to him?
5. Predict what you think Harrington's accomplishment in his new career may be.

Motivation

For example, a student may show his pictures of visits to the historical mounds of Ohio: Fort Ancient, Hopewell, and Adena. Leading from this presentation, the students discuss photography as a hobby and also as a career. The career aspects include the personal qualifications which would be needed, work factors such as the involvement of extensive travel, and whether the work may be self employment or for an employer. At this point, the teacher introduces the article which tells about a man who chose photography as a career.

Purpose Setting

After examining the illustrations and map which accompany the article, the students cooperatively establish purposes for reading the content. A student secretary lists these on the chalkboard.

1. To discover why the article is entitled an adventure.
2. To learn about the photographer's subjects and to determine if they are in any way similar to the ancient mound builders in Ohio.
3. To find out the advantages and disadvantages of working as a photographer.

Word Analysis and Meaning

Students scan the article for new vocabulary and key words and learn their pronunciation and meaning. The words are listed by the teacher first as word units and then written in context. The teacher guides the selection of word attack approaches to be used.

- meager trading post—contextual clue

  (a small out-of-the-way store where merchandise is traded for goods—meager is noted as an adjective)

- lies athwart—dictionary use

  (a-thwart: thwart; a nautical term meaning across the course of)

- rigorous domain—phonetic analysis

  (do-main: a two syllable word-dō māń-The syllables are counted noting the o and the vowel dipthong ai)

  (locate the meaning of territory to fit into the content—rigorous is noted as an adjective.)

- free-lance photographer—contextual clue proven by dictionary use

  (to act or work as a free lance: compare with writers, artists, carpenters, and the like)

- solitude—phonetic analysis

  (sol/i/tūde: develop with synonyms—living alone; lonely; seclusion; isolation)

  Students use the words in their own sentences to indicate grasp of meaning.

Language Pattern

The teacher calls attention to the style of the writer who compacts information by structuring imagery through the use of meaningful modifying words.

Silent Reading

The student follows the silent reading technique:

- Review the purposes for reading.
- Survey for organization of content (sequence, length of selection, number of paragraphs, placement of detail).
- Skim for overview. The teacher's questions for literal comprehension serve as guidelines.
- Read in depth to fulfill the purposes set for reading.

Silent Reading Response

The students pool their information in discussing the purposes which were set prior to the silent reading. In addition, the teacher asks the questions which were previously planned to stimulate interpretive comprehension. During the discussion, students read orally the parts of the article to prove or enlarge the points which they have made.

The oral reading should evidence the understanding of the content, fluency, clear enunciation and the use of punctuation symbols.

Application

1. Some students may research and report on types of camera equipment a commercial photographer uses.
2. Related reading is provided regarding the careers of successful commercial photographers.
3. Students may write a creative story about the work of a freelance photographer.

Suggested Criterion Referenced Measurement

Given reading experiences, students will draw inferences regarding the work of a career photographer.

SUGGESTED APPLICATION WITH LEARNERS

2 MATHEMATICS

Content Example—Measurement

COMMERCE GROWTH SPURRED CREATION OF METRIC SYSTEM

Throughout the 18th century, growth in worldwide commerce intensified the need for a uniform system of weights and measures which could be universally understood.

In 1790, the French National Assembly directed its Academy of Science to "deduce . . . an invariable standard for all the measures and all the weights."

Those scientists decided the basis for such a system should be both natural and permanent. With inherent simplicity and sense, they determined that basis would be the earth itself. They carefully calculated the distance of the arc from the Equator to the North Pole, then divided that distance by 10 million.

Each of these divisions, the future standard for length, was called a meter from the Greek word for measure, metron. (A meter in the customary system is equivalent to 39.37 inches, slightly longer than a yard.)

All other basic units of measurement—for area, volume and weight—were directly related to the meter, using 10 as the unit for multiplying or dividing so that calculations could be made by simply moving a decimal point.

Multiples and divisions of the basic units are indicated by Greek or Latin prefixes.

THEY ARE:

- KILO—1000
- DEKA—10
- CENTI—0.01
- HECTO—100
- MILLI—0.001
- DECI—0.1

Thus, the prefix "centi" added to meter indicates that one centimeter is equal to 0.01 meter. Similarly, the prefix "kilo" (1000) added to the suffix "gram" indicates that 1 kilogram is equal to 1000 grams.

For the average layman, it will only be necessary to memorize and use about ten units for daily life.

- METER—a bit longer than a yard (about 39 inches)
- MILLIMETER—0.001 meter (thickness of a dime)
- CENTIMETER—0.01 meter (about 0.4 inch)
- KILOMETER—1000 meters (about 0.6 mile)
- GRAM—five are the weight of a nickel
- KILOGRAM—1000 grams (about 2.2 pounds)
- LITER—slightly larger than a quart, 1.07 qts.
- MILLILITER—0.001 liter (five make a teaspoon)
- HECTARE—2.5 acres
- TONNE—slightly more than a short ton

Excerpt: Article by Steve Meiring, Mathematics Supervisor, Ohio Department of Education, *Columbus Dispatch*, June 20, 1974, p. 45A

SUGGESTED TEACHING—LEARNING ACTIVITIES

Teacher Planning—Objectives

1. To use the article as an introduction to metric measurement.
2. To enable students to perceive mathematical relationships in metric measurement.
3. To encourage students to read for the main ideas which support the headline.
4. To assist students in understanding and use of the prefixes and suffixes which indicate a metric unit.

5. To nurture the drawing of inferences through the comparison of the known customary measurement system and the new information regarding the metric system.

Teacher Planning—Analysis of Content

Vocabulary

deduce an invariable standard	kilometer	gram
	hectometer	kilogram
inherent simplicity	dekameter	liter
customary system	decimeter	milliliter
distance of the arc	centimeter	hectare
meter	millimeter	tonne

Concepts

Metrication is a method of measurement.

The customary system is commonly used in the United States.

The meter was calculated on an unvarying, permanent source.

All other basic units of metric measurement, directly related to the meter, are calculated by multiplying or dividing by ten.

Latin and Greek prefixes note the multiples and divisions of the meter.

Language Pattern

The writer's style is journalistic reporting with hard information.

The mathematics references are more condensed than the narrative.

Questions

(Literal comprehension using the purpose-setting formula)

1. When was the system of metric measurement devised?
2. Who created the metric system?
3. What are the basic units of measurement?
4. What is the length of a meter expressed in customary measurement?

(Interpretive comprehension)

1. Why is the metric system invariable?
2. How are the metric units of measurement related?
3. Compare the metric and customary measurement systems in terms of simplicity, relationship of units and uniformity.
4. What do you view as the advantages or disadvantages of the system of metric measurement? Why?

Student Reading Activities—Instructional Steps

Motivation

Having seen road signs expressing distance in kilometers along with noting volume or weight stated in metric measurement on labels of products in the markets, students initiate the interest to learn about metric measurement. The article is used as an example for introducing metrication along with many other books and periodicals.

Purpose Setting

Students discuss what they want to learn from the article and state these purposes in the form of questions which they write on scratch pads.

1. Why was the metric system originated?
2. How was the metric system created?
3. Which is larger, a meter or a yard?
4. What are the other units of measurement in the metric system?

Word Analysis and Meaning

Students scan the article for new vocabulary and key words and learn their pronunciation and meaning. The words are listed by the teacher first as word units and then written in context. The teacher guides the selection of word attack approaches to be used.

- deduce invariable—standard dictionary use

  (de-duce—dY-dūs—to derive as a conclusion from something known)

  (in / var / i / able—Meaning clue—root word—vary; prefix—in—meaning not; suffix—able—meaning able to)

  total word—meaning not able to vary or change

- customary system—teacher explanation

  This is the measurement system commonly used in the United States. The students list the terms: inch, foot, yard, mile, ounce, pound, bushel, acre, pint, quart, gallon.

- distance of the arc—dictionary use—or recall from geometric vocabulary

  arc—ärk—any part of a circle or curved line

Metric Terms—Prefix Table

Greek Prefixes		Latin Prefixes	
kilometer	kilo—1000	decimeter	deci—0.1
hectometer	hecto—100	centimeter	centi—0.01
dekameter	deka—10	millimeter	milli—0.001

Metric Terms—Suffix Table

meter—measure of length
liter—measure of volume
gram—measure of weight
hectare—dictionary use
hec-tare—hek / tar—meaning surface measure—or look up are—one hundred square meters—add prefix and arrive at the meaning of 100 ares or 10,000 square meters.
tonne—derivation
meaning—a little under a short ton

Language Pattern

The teacher calls attention to the content which is narrative in nature followed by mathematical relationships.

Silent Reading

The student follows the silent reading technique:

Review the purposes for reading.
Survey for organization of content learning. The narrative section may be read fairly rapidly and slower rereading will be required for the mathematics relationships. A table is included for summarization of meaning.
Skim for overview. The teacher's guidelines for literal comprehension serve as guidelines.
Read in depth to write answers for the purpose-setting questions.

Silent Reading Response

The students share their written notes regarding the answers to the questions they identified. They respond at this time to the interpretive comprehension questions which the teacher has previously prepared. The comparison of the customary and metric measurement systems is answered cooperatively by students writing notes on the outline placed on the chalkboard:

Customary System	Metric System	
units	simplicity	variability
relationships	uniformity	

Oral reading is used to prove a point or reinforce relationships. During oral reading of any length the teacher is a diagnostic listener noting problems in the mechanics of reading or meaning of the content.

Application

1. Following additional reading, students may prepare and debate the advantages and disadvantages of the metric system of measurement.
2. Some students may prepare a bulletin board classifying measurement units of the two systems, using the headings of:

   Length Volume Weight

3. Another assignment may be to research the origins of the units of the customary system and prepare a written or oral report.
4. An illustrated time line may be prepared to show the development of the customary system.
5. Additional reading may be done to find out: (a) which countries use metric measurement, (b) the present uses within the United States.
6. Students may prepare activity cards which give directions for others to measure items which are used in everyday life, using metric units.
   Example: How many meters is our hallway? How tall is Tom?
7. Scrapbooks may be prepared with picture collections of the uses of metric measurement.

Suggested Criterion Referenced Measurement

Given reading experiences, students will acquire the understanding of metric units and their coherence.

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SELF-CORRECTIVE POST TEST

1. Name two planning components which the teacher acquires from prereading the content.

   _____ _____

2. List four commonly used word attack skills.

   _____ _____

   _____ _____

3. Indicate three types of purpose-setting goals which may be established for silent reading.

   _____ _____

   _____ _____

   _____ _____

4. Outline the steps in the silent reading technique.

   a.
   b.
   c.
   d.
   e.

5. Enumerate four related follow-up activities in which students may use content reading.

   _____ _____

   _____ _____

6. Summarize the instructional steps for a lesson in content reading.

   a.
   b.
   c.
   d.
   e.
   f.

1. *key concepts* *new vocabulary*

2. *visual clues* *meaning clues* *analytical clues* *dictionary use*

3. *questions* *prediction of outcomes* *outline of main points*

4. *a. surveying for organization*
   b. skimming for overview
   c. scanning for new words
   d. adjusting rate
   e. gathering ideas and making judgments

5. *creative writing* *research* *discussion* *reporting*

6. *a. setting purpose*
   b. surveying for new vocabulary
   c. learning pronunciation and word meaning
   d. determining content organization
   e. reading for meaning
   f. using the information

This *Self-Corrective Post Test* form is designed for the convenience of teacher readers to reproduce multiple copies for use as needed.

COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

_____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

_____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

_____ Relating the content to the varied experiential background of the students.

_____ Encouraging students to react to the meaning of print content by thinking critically about it.

_____ Utilizing many types of reading sources comprising multi-readability levels.

_____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

_____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

_____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

_____ Modeling positive attitudes for students by being a high interest reader myself.

_____ Being committed to improve reading abilities and book interest within the class and school.

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